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ANALYSIS OF CHRISTIAN RELIGIOUS STUDIES STUDENTS' PERFORMANCE IN EXTERNAL EXAMINATION CONDUCTED BY WAEC IN SOME SELECTED SECONDARY SCHOOL, EKITI STATE, NIGERIA

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Abstract

This paper sought to investigate analysis of Christian Religious Studies students' performance in external examination conducted by West African Examinations Council (WAEC) in some selected secondary school, Ekiti State, Nigeria. This study employed descriptive survey and ex-post facto of research type. The population for the study was all the senior secondary schools offering Christian Religious Studies in Ekiti State. While the target population was all Christian Religious Studies students that sat for external examination conducted by WAEC. Three thousand one hundred and sixty-eight (3,168) students' results were used for this study employing the purposive and stratified sampling techniques. The research instrument used was a proforma tagged 'Christian Religious Studies Academic Performance (CRSAP)' to collect students' results in CRS in the sampled school and the results covered a span of five years. Similarly, the results of WASSCE in CRS was standardized and norm-referenced examinations. The data collected were analysed using descriptive and inferential statistics. Research question were answered using percentage to describe distribution of CRS students in WASSCE. While hypotheses 1 and 2 were tested using t-test at 0.05 level of significance. The findings revealed that, students' general performance in Christian Religious Studies was one thousand eighty hundred and sixty-three (1,863) had passed grade in the WASSCE in Ekiti State from 2015-2019 academic sessions. The findings also, showed that, there was significant difference in the male and female CRS students' academic performance in the WASSCE in Ekiti State, which male CRS students performed better than their female counterparts, among others. From the findings above, it could be concluded that students' general performance in the subject (CRS) in WASSCE was average (58%) which is a good performance and there was a significant difference in students' academic performance of CRS based on gender and school type in WASSCE in Ekiti State. The study recommended that: government should pay more attention to public school and equipped them with modern facilities in order to make school environment conducive for the students.

Keywords: Christian Religious Studies, Examination, Performance, Gender, School type and WASSCE

Introduction

Formal education in Nigerian cannot be discussed without referring to the advent of the missionaries. According to Olawuyi (2004), formal education is a western type of education that was introduced into Nigeria by the Christian Missionaries around 19th

century. The outcome of this educational pursuit always weighed against the performance of the learners in the country. Academic performance is used as yardstick for determining students' success or failure. Also, social and economic development of a country is directly linked with students'

academic performance. This is because students' academic performance plays an important role in producing quality graduates who will become great leaders and will be responsible for the country's economic and social development. Similarly, teachers' effectiveness is also measured in terms of their students' academic performances. As noted by Ijaduola (2008), academic performance cannot be obtained in students if they are discouraged, so teachers are expected to meaningfully contribute to students' academic performance. Students' performance in examinations are influenced by a number of factors. Studies have been carried out to identify the numerous factors that may influence their performance.

According to Irfan and Shabana (2012), observed four factors that may be responsible for students' performance include: social, personal, psychological, environmental and political. The social factors include the parents' level of income, educational background, home conditions and peer relationship. Personal factors are aspiration capacity, academic inclination, personality, interest, attitude and motivation. Psychological factors include level of intelligence, genetic trait, gender and age. School environmental factors include teacher's educational qualifications, teaching methods, class environment, class size, school type and school location among others. Political factors could also influence the performance of students. This is because, in a country where there is political equality, serenity, tranquility and devoid of any distraction, students are more likely to perform very well.

Status and objectives of Christian Religious Studies in Senior Secondary School Curriculum

Religion can be defined as the belief in and worship of a superhuman controlling power, especially God. Religion denotes the influences and motives to human duty which are found in the character and will of God. According to Ajidagba (2002), religion is another term that has been given different meanings and subjected to divergent

interpretations by the religionists, religious scholars and commentators. Lawal (2017) opined that religion is a fundamental set of beliefs and practices generally agreed upon by a group of people concerning the obedience and worship of the divine. He explained further that religion is regarded as the most powerful of all agents of socialisation that is capable of correcting the shortcomings of all other agents. This is because religious rules and regulations are not man-made but code of conduct authored by the Supreme being. Similarly, religion is found in all established human societies in the world because it is one of the most important institutional structures that keep social system growing (Adeboye, 2018). She explained further that religion cannot be separated from the total life experience of man. The reason is that religion is what man live for or dies for. Religious Studies, as a branch of knowledge, is made up of studies about a certain religion or comparative religious studies.

In the Nigeria educational system, students are exposed to Christian Religious Studies (CRS) or Islamic Religious Studies (IRS) from primary to secondary school. Both Religious Studies are part of the alternative core curriculum in the basic school level but are electives in the senior secondary school curriculum (FRN, 2013). Religious Studies is unique to the Nigerian society because of its moral values among others. The introduction of Christian Religious Studies into school curriculum is not a new practice. During the missionary administration, Christian Religious studies was given a priority in the school curriculum because of its moral values. Christian Religious Studies curriculum aims at producing students that will be God fearing, morally sound, highly disciplined, useful to themselves and the society (Ojo, 2011). The rationale for the inclusion of Christian Religious Studies in the secondary school curriculum has been articulated.

The National Education Research and Development Council (NERDC, 2007) specified objectives of Christian Religious Studies in the senior secondary school

curriculum. Some of these objectives are listed below:

- (a) To provide more opportunity for the Nigerian youth to learn more about God and thereby develop their faith in God;
- (b) To enable the youth to accept Christ as their Saviour and Redeemer;
- (c) To enable the youth to recognise Jesus as founder and sustainer of the Christian church;
- (d) To enable the youth to accept the guidance of the Holy Spirit in their daily lives and activities;
- (e) To help the youth to understand the basic teachings of Christ and to apply these to their daily life and work;
- (f) To help develop in the youth Christian attitudes and moral values such as humility, respect, love, kindness, justice, fair play, spirit of forgiveness, among others.

Concept of Examinations

Examinations occupy a unique position as a measure of quality within the educational system in Ekiti State, Nigeria. Examination can be defined as a process through which learners are evaluated in order to find out the quality of knowledge they have acquired within a specific period (Ndifon & Ndifon, 2012). They are either internal or public. Internal examinations are the examinations that are set by teachers within a school system. These could be in form of assignment, continuous assessment test and end of term examinations. Public examination on the other hand, are regarded as external examinations and are conducted by recognized examining bodies (Adeyemi, 2006). Adeyemi explained further that public examination are designed and organized under specific terms, conditions and based on norms that were regarded as standards. More so, examination bodies were set up to promote education, co-ordinate educational programmes, control and monitor the quality of education in the educational institutions. They are responsible to conduct examinations for all the junior secondary school three called

(JSCE) and senior secondary school three known as (SSCE).

Some of these examination bodies in Nigeria includes; the West African Examination Council (WAEC), National Examination Council (NECO), Joint Admission Matriculation Board (JAMB), National Business and Technical Educational Board (NABTEB), among others. There are several arguments among the researchers about the quality of the two main examination bodies conducting Senior School Certificate Examinations (SSCEs) in Nigeria, in the case of WAEC and NECO in which the one is superior to the other. Some supported WAEC on the basis of being a World Wide recognition examination body.. It is researcher interest to focus on the West African Examination Council (WAEC) which is the main examination body that is more concerned in this study.

The West African Examinations Council (WAEC)

The West African Examination Council (WAEC) was established in 1953 by five countries (Gambia, Ghana, Liberia, Nigeria and Sierra Leone). The body was empowered to conduct such examinations and award certificates equivalent to those of examining authorities in the United Kingdom. The body has its headquarters in Accra, Ghana, while the Nigeria headquarters is in Yaba, Lagos State. The WAEC, being an international examination body, has been playing significant roles in the West African educational system. It has been responsible for the maintenance of international academic standard. Adeyegbe (2004) asserted that the council has developed a team of well-trained and highly motivated staff and has administered examinations that are valid and relevant to the educational aspirations of member countries. He explained further that in a year, over three million candidates registered for the examination coordinated by WAEC. The council also helped other examination bodies both local and international in coordinating examinations. Generally, the council has several missions, most of which

is to maintain the standard they have achieved. The mission of the West African Examination Council are:

- 1) to maintain internationally accepted procedures
- 2) to continuously provide qualitative and reliable educational assessment
- 3) To promote sustainable human resources development, mutual understanding and international cooperation (WAEC, 2004).

Furthermore, the council are responsible for test development, marking, scoring, awarding of grades and grant certificate to candidates to obtain admission into any higher institutions of learning in the country. The examination body (WAEC) conduct SSCE twice in a year between May/June and October/November. The May/June SSCES is for internal candidates which is school based, while the October/November SSCE is for external or private candidates. The computation and certification are mainly on a single external examination conducted by the councils (WAEC, 2007). Over the years, the council has accredited a lot of schools for the Senior School Certificate Examinations and has been a consultant to conduct employment examinations for many organisations. Jimoh (2007) opined that the impact of WAEC on the development of education in the country cannot be over emphasized. Since its establishment, the council has not only develop a number of examinations but has also improved education standard in the country. Also, the council has conducted series of researches leading to national improvement of testing and examination procedures. Similarly, the council has maintained consistency of high standards both in its national and international examinations which confer integrity and international recognition on its certificates. They also formed an endowment fund, to contribute to the education in West Africa, through lectures and granting of scholarship to the best students who had distinction in all his/her subjects and aids to those who cannot afford education. However, each candidate must register for English Language

and Mathematics as compulsory subjects and any other subjects depending on the area of specialisation either in Arts, Commercial or Sciences. Candidates are except to register for a minimum of seven (7) and a maximum of nine (9) subjects. WAEC (2007) noted that performance in each subjects either May/June or November/December General Certificate of Examinations or Ordinary Level are graded as follows: A1 (Distinction); B2 (Very Good); B3 (Good); C4, C5 and C6 (Credit); D7 and E8 (Pass) and F9 (Failure grade).

Academic Performance

The word "academic performance" is often used interchangeably with academic achievement. Either of the two implies the extent to which students have mastered the content of instruction impacted by the teacher and their ability to effectively utilise the knowledge acquired for subsequent academic challenges. Faneye (2012) noted that academic performance could be described as how well or how bad a student has done in a subject. The reason is that the performance of students are determined by conducting a test on a student concerned that provides information about the learning abilities and capabilities of the learners. Tests and examinations are not only used to identify and define those adjudged suitable to process to the next stage of education but also help to identify students' areas of strengths and weaknesses (Yara & Wanjobi, 2011). Academic performance varies accordingly to individual student's score such as high, average or low. Students who place higher performance on education are activated to enhance development of their intellect and this foster better academic performance. The poor academic performance among students among other therefore can be attributed to ineffective instructional supervision, because effectiveness supervision is mostly needed at the secondary school (Akinfolarin, Babalola & Aladetan, 2017).

Poor performance occurs yearly in Christian Religious Studies and more students are not showing interest in the subject. The major

challenge facing the school system in Nigeria is how to improve the dwindling students learning outcomes. Ajidagba (2009) opined that the problems of teaching religious studies include: a low social value for religious studies, lack of instructional materials, poor teaching methods and textbooks, negative attitude of students towards Religious Studies, inconsistent

government policies, insufficient infrastructure, lack of qualified teachers, poor condition of service and lack of payment of teachers' salaries.

Table 1 shows the performance of students in May/June WAEC Christian Religious Studies result from 2009-2013.

Table 1: Statistics of Entries and Results in Christian Religious Studies 'O' Level at the Senior Secondary School Certificate Examination – May/June Nigeria (2009-2013)

Year	Total Sat	Credit & Above A1-C6	Pass D7-E8	Fail F9
2009	530411	254991(48.1%)	146874(27.7%)	128546(24.2%)
2010	490700	325746(66.4%)	88971(18.1%)	75983(15.5%)
2011	76378	53009(69.4%)	20335(26.6%)	3034(4.0%)
2012	107346	60666(56.5%)	19056(17.6%)	27624(25.7%)
2013	82446	57065(69.2%)	13096(15.9%)	12285(14.9%)

Source: West African Examination Council, Yaba, Lagos (2015)

Table 1 revealed that the overall performance of candidates in Christian Religious Studies who sat for the WASSCE in 2009 to 2013 respectively. In 2009, out of the 530411 candidates that sat for the Christian Religious Studies in the WAEC, 254991 (48.1%) of the candidates obtained grade A1 to C6, 146874 (27.7%) candidates obtained grade D7 – E8, while 128546 (24.2%) candidates obtained grade F9. Also, 2010, out of the 490700 candidates, 325746 (representing 66.4%) candidates obtained grade A1 to C6, 88971 (18.1%) candidates obtained grade D7 – E8, while 75983 (15.5%) candidates obtained grade F9.

Furthermore, out of the 76378 candidates that sat for the Christian Religious Studies in the WAEC in 2011, 53009 (69.4%) of the candidates obtained grade A1 to C6, 20335 (26.6%) candidates obtained grade D7 – E8, while 3034 (4.0%) candidates obtained grade F9. Similarly, out of the 107346 candidates that sat for the Christian Religious Studies in the WAEC in 2012, 60666 (representing 56.5%) candidates obtained grade A1 to C6, 19056 (17.6%) candidates obtained grade D7 – E8, while 27624 (25.7%) candidates obtained grade

F9. In addition, out of the 82446 candidates that sat for the Christian Religious Studies in the WAEC in 2013, 57065 (representing 69.2%) candidates obtained grade A1 to C6, 13096 (15.9%) candidates obtained grade D7 – E8, while 12285 (14.9%) candidates obtained grade F9.

However, it can be deduced that the academic performance of students in Christian Religious Studies WAEC was fluctuating for instance, 24.2%, 15.5%, 4.0%, 25.7%, and 14.95% in year 2009, 2010, 2011, 2012, and 2013 respectively. Also, this statistical details of the trend in performance of candidates who sat for WASSCE in Christian Religious Studies indicated fluctuation in the students' academic performance. WAEC (2015) revealed some fact about the weaknesses of CRS students during examinations, the weaknesses was noticeable in the candidates' script. Which include:

- Insufficient Knowledge of the Bible and prescribed texts
- Inadequate and inappropriate responses to questions
- Unnecessary preamble
- Poor grammatical expression
- Violation of rubrics

- (f) Lack of knowledge of the subject matter (WAEC Examiner' Report, 2015).

The chief examiners and moderators suggested some remedies for overcoming the weaknesses of CRS students among which are: candidates should show adequate preparation for the examination by ensuring that they cover all the topics in the syllabus. It was also noted that there is need for greater commitment and interest in the subject, suggesting the use of past question papers for revision. This suggests that students should read novels and other literature books to improve their grammatical expressions and enhance their reading culture (WAEC Examiners' Report, 2015).

Gender and School Type in Academic Performance

The issue of gender and school type in academic performance have always generated controversies in academic circles, especially in educational researches and administration over the years. Gender is the state of being male or female, and human beings worldwide are classified into these two biological groups. Gender is a cultural construct that differentiates the behaviour, functions, mental and emotional characteristics between male and female as developed by a society (Abdullahi, 2011). Also, Gender refers to socially constructed characteristics, norms, roles and relationships of women and men. Gender does not simply refer to women or men, but to the way their qualities, behaviour and identities are determined through the process of socialization. School type on the other hand, in this study refers to public and private secondary schools. Public secondary school are owned and funded by three levels of government (local, state or federal level), while private secondary school are owned and funded by the non-governmental bodies such as private individuals, faith based organization and other voluntary agencies.

In Nigeria, secondary schools irrespective of ownership are expected to function in compliance with the achievement of the

national educational objectives. Also, students are expected to perform very well in the final examination because this will determine the quality of output of secondary schools which can be used to measure the effectiveness of a school system. The better the performance of the students, the more effective the system is assumed to be (Kumwenda, Cleland, Walke, Dee & Greatrix, 2017). Furthermore, the influence of gender and school type as a variable towards students' academic performance has been stressed over the years by various researchers. This implies that gender and school type has a great impact in the academic performance of a students in particular subjects. Research have been conducted on the influence of gender and school type on students' academic performance and arrived at different findings. Some found that gender or school type has significant influence on students' academic performance, while others discovered that gender or school type has no influence on students' academic performance.

For instance, Abosede (2007) investigated gender and socio-economic status as correlates of CRS students' academic performance in senior secondary schools in Ijebu-ode in Ogun State, Nigeria. The finding of her study showed that there is a negative significant relationship between gender and academic performance ($r=.260$; $p<.05$); there is no significant between socio-economic performance ($r=.083$; $p>.05$). The findings of the study indicate that gender is not a significant factor of students' academic performance as well as socio-economic status but may be affected by other factors. Similarly, Aburime, Jekanyinfa and Saidu (2016) examined relationship between students' performance in Terminal and WASSCE examinations in Christian Religious Studies, in Ogbomoso South Local Government Area of Oyo State, Nigeria.

Their findings revealed a positive relationship between students' performance in terminal and WASSCE in Christian Religious Studies " r " are 0.54 and 0.016. The outcome of the study also indicated that.

there was a significant difference in academic performance of male and female students in Christian Religious Studies in which female CRS students performed better than their male counterparts.

In another study by Isah, Murja and Yunusa (2017), examined influence of school type and academic achievement of Biology students in West African School Certificate Examination (WASSCE) in Zaria, Nigeria. The findings of their study showed that there is no significant difference in the academic achievement of Biology students in public and private WASSCE in Zaria Education Zone ($p=0.32>0.05$). Findings also indicate a strong positive correlation between academic achievement and school type, which was statistically significant ($r=0.98$, $n=361$, $p=0.00$).

Statement of the problems

The performance of candidates in the subject Christian Religious Studies in the WASSCE has been a great concern to stakeholders in educational sector. Reports from WAEC showed that performance of students in CRS in Nigeria senior secondary schools is declining, due to poor methods of teaching used by the teachers, lack of qualified teachers, negative attitude of the students towards the subject, parental factors and school environmental factors among others. Although various studies have revealed individual factors that may influence students' academic performance in different fields, and there are limited information on the combined influence. Therefore, this study aims to examine Christian Religious Studies students' performance in external examination conducted by WAEC in some selected secondary school in Ekiti State, with a view to suggesting ways of improving students' performance in Christian Religious Studies.

Purpose of the study

The general purpose of this study is to investigate influence of gender and school type on academic performance of CRS students in WASSCE in Ekiti State, Nigeria from 2015-2019. Specifically, the study aimed to examine:

- (i) general performance of CRS students in the West African Senior School Certificate Examination (WASSCE), in Ekiti State, Nigeria from 2015-2019.
- (ii) difference in the male and female CRS students' academic performance in the WASSCE in Ekiti State from 2015-2019
- (iii) difference in the CRS students' academic performance in the WASSCE based on school type from 2015-2019.

Research Questions

The research question were raised for this study:

1. What is the general performance of CRS students in the WASSCE in Ekiti State, Nigeria from 2015- 2019?

Research Hypotheses

The following null hypotheses were generated and would be tested for the study:

- 1: There is no significant difference in the male and female CRS students' academic performance in WASSCE in Ekiti State from 2015-2019
- 2: There is no significant difference in the CRS students' academic performance in WASSCE based on school type in Ekiti State from 2015-2019

Methodology

The research design used for this study was a descriptive research of survey and ex-post facto method. Daramola (2006) defined descriptive survey as the systematic attempt to describe the characteristics of a given population or area of interest factually. The population for the study comprised all Senior Secondary School students offering Christian Religious Studies (CRS) in Ekiti State, while the target population consisted all candidates that sat for Christian Religious Studies in WASSCE from 2015 to 2019 in Ekiti State. A total number of three thousand one hundred and sixty-eight (3,168) candidate results constitute the study sampled using multi-stages. In the first stage Simple random were used to select 50% of the Local Government Areas in the State. Two (2) LGAs was selected in each senatorial district. To do this, the names of the sixteen (16) LGAs were written on pieces of paper divided by three (3) based on senatorial

districts, wrapped, put in a container and properly mixed up. A student was asked to pick up any six (6) out of sixteen (16) pieces of paper, one after the other. The paper were opened and the names of six (6) LGAs found in them were selected.

At the second stage, purposive sampling techniques was used to select five (5) senior secondary schools in each LGAs where students registered for Christian Religious Studies (CRS) in WASSCE. The last stage was selection of candidates' results. Logically, only the results of candidates that sat for Christian Religious Studies (CRS) in WASSCE, in Ekiti State from 2015-2019 were sampled. Purposive and stratified sampling techniques were employed to select one thousand nine hundred and eighty-seven (1,987) male candidate results and one thousand one hundred and eighty-one (1,181) female candidate results. Therefore, a total number of three thousand one hundred and sixty-eight (3,168) candidate results were involved in this study.

The instrument used for the data collection was a proforma tagged Christian Religious Studies Performance (CRSP) to collect data in CRS from the sampled schools. The instrument had columns for gender of the students as well as their grades in the WASSCE results and the results covered a

pan of five (5) years from 2015-2019. Data collected were analysed using descriptive and inferential statistics. Research question were answered using percentage to describe distribution of CRS students in WASSCE. While hypotheses 1 and 2 were tested using t-test at 0.05 level of significance.

Results

The data collation, analysis and interpretation of results of WASSCE in Ekiti State from 2015-2019 was collected from the sampled schools based on the purpose of the study, research questions and hypotheses postulated earlier.

Table 2: Gender Distribution of CRS Students in WAEC

Gender	Frequency	Percentage (%)
Male	1,987	62.7
Female	1,181	37.3
Total	3,168	100.0

Table 2 above shows the gender distribution of CRS students in WASSCE. The table indicates that 3,168 CRS students WASSCE results was collated, out of which 1,987 (62.7%) were males CRS students and 1,181 (37.3%) were female CRS students that enrolled for Christian Religious Studies in WASSCE. This shows that more male CRS students enrolled in WASSCE than their female counterparts.

Table 3: Distributions of the CRS Students' WAEC Results by Years

Years	Frequency	Percentage (%)
2015 Academic Session	701	22.13
2016 Academic Session	555	17.52
2017 Academic Session	680	21.46
2018 Academic Session	649	20.49
2019 Academic Session	583	18.40
Total	3,168	100.00

Source: Fieldwork, 2019

Table 3 shows the distribution of CRS students' WAEC results by years. The table indicates that in the year 2015 academic session, 701 (22.13%) students sat for CRS in WAEC, while 555 (17.52%) sat for the examination in the year 2016 academic session. In the year 2017 academic session,

680 (21.46%) students sat for CRS, while 649 (20.49%) students sat for the examination in 2108 academic session. Lastly, in the 2019 academic session, 583 (18.40%) students sat for CRS in WAEC. This implies that the 2015 academic session recorded the highest number of students that

sat for CRS in WAEC, while the 2016 academic session recorded the lowest number of students that sat for CRS in WAEC. In addition, there is a drop in the number of students that sat for CRS in WASSCE from 2017 – 2019 academic session.

Answering of Research Question and Hypotheses

One research question were raised and percentage is used were used to answer

research question 1, while hypotheses 1 and 2 were tested using t-test at 0.05 level of significance.

Research Question 1: What is the general performance of CRS students in the WASSCE in Ekiti State from 2015 - 2019? To answer the Research Question 1, WASSCE result of CRS students from 2015 – 2019 in Ekiti State are summed and subjected to percentage. The result is presented in table 4

Table 4: Performance of CRS students in the WASSCE in Ekiti State from 2015 – 2019

Year	A1 – B3 (%)	C4 – C6 (%)	D7 – E8 (%)	F9 (%)	Total %
2015	74 (10.5%)	264 (37.7%)	220 (31.4%)	143 (20.4%)	701 (100%)
2016	70 (12.6%)	251 (45.2%)	122 (22.0%)	112 (20.2%)	555 (100%)
2017	68 (10.0%)	211 (31.0%)	180 (26.5%)	221 (32.5%)	680 (100%)
2018	239 (36.8%)	293 (45.1%)	79 (12.2%)	38 (5.9%)	649 (100%)
2019	129 (22.1%)	262 (44.9%)	138 (23.7%)	54 (9.3%)	583 (100%)
Total	580 (18.3%)	1283 (40.5%)	739 (23.3%)	568 (17.9%)	3168 (100%)

Source: Fieldwork, 2019

Table 4 shows the performance of CRS students in the WASSCE in Ekiti State from 2015 – 2019. The table indicates that out of 3,168 students that sat for CRS in the West African Examination Council (WAEC) between 2015 – 2019 academic session, 568 (17.9%) failed; 739 (23.3%), D7 – E8; 1,283 (40.5), C4 – C6; and 580 (18.3%) had A1 – B3. This implies that majority of CRS students 1,863 (58.80%) had credit pass in the WASSCE that is (A1 – C6) from 2015 – 2019 academic sessions.

Hypothesis Testing

Table 5: T – test on difference in the male and female CRS students' academic performance in the WAEC in Ekiti State

Variable	N	Mean	SD	t-value	df	p-value	Remark
Male	1987	54.637.16		1.12	3166	0.01	S
Female	1181	47.10	6.42				

Table 5 shows the result of the t – test on difference in the male and female CRS students' academic performance in the WASSCE in Ekiti State. The table shows a t – value of 1.12 and p – value of 0.01 which is lesser than 0.05 (0.01 < 0.05). Since 0.01

The t-test is used to test hypotheses 1 and 2 at 0.05 level of significance.

1: There is no significant difference in the male and female CRS students' academic performance in the WASSCE.

In order to test hypothesis 1, CRS male and female students' results in WASSCE are coded and analysed using the t-test statistics. The result of the t-test are coded and analysed using independent t – test statistical analysis, while the result of the test is reported in table 5.

is lesser than 0.05 alpha level of significance, the null hypothesis is rejected. This implies that there was significant difference in the male and female CRS students' academic performance in the WASSCE in Ekiti State., with male CRS students performing better than the female CRS students.

2: There is no significant difference in the CRS students' academic performance in WASSCE based on school type.

In order to test hypothesis 3, CRS private and public students results in WAEC are

coded and analysed using the t-test statistics. The result of the t-test are coded and analysed using independent t – test statistical analysis, while the result of the test is reported in table 6

Table 6: T – test on difference in the CRS students' academic performance in WAEC based on school type

Variable	N	Mean	SD	t-value	df	p-value	Remark
Private	1008	62.16	8.35	1.85	3166	0.04	S
Public	2160	31.06	7.16				

Table 6 shows the result of the t – test on difference in the private and public CRS students' academic performance in the WASSCE in Ekiti State. The table shows a t – value of 1.85 and p – value of 0.04 which is lesser than 0.05 ($0.04 < 0.05$). Since 0.04 is less than 0.05 alpha level of significance, the null hypothesis is rejected. This implies that there was significant difference in the private and public CRS students' academic performance in the WASSCE in Ekiti State, with private CRS students' performing better than public CRS students.

Discussion

The finding of the study reveals that majority of CRS students 1,863 (58.80%) had credit pass in the WASSCE that is (A1 – C6) from 2015 – 2019 academic sessions. This study implies that students' general performance of Christian Religious Studies in WAEC was excellent. The first hypothesis of this study showed that there was significant difference in the male and female CRS students' academic performance in the WASSCE. This finding is in agreement to the findings of Aburime, Jekanyinfa and Saidu (2016) who found that there was a positive and significant difference on students' academic performance in Christian Religious Studies in WASSCE based on gender. The result of this study, therefore, contradict the finding of Abosede (2007) who revealed that gender has no significant difference on students' academic performance in CRS as well as socio-economic status but may be affected by other factors.

In addition, the finding of the present study revealed that there was a significant difference in the CRS students' academic performance in WASSCE based on school type. This study is a further attestation to the view of Isah, Murja and Yunusa (2017) who found difference in students' academic performance in WASSCE based on school type.

Conclusion

Based on the findings of the study, it was concluded that students' general performance in Christian Religious Studies in the West African Senior School Certificate Examination (WASSCE) in Ekiti State, Nigeria was found to be 58.80% which is a good performance. Also, the outcome of this study showed that academic performance of CRS students in WASSCE based on students were influenced by gender and school type. It therefore, concluded that there might be other factors responsible for poor performance of secondary school students. This highlights the need for the further researchers.

Recommendation

In line with the conclusion of the findings of this study, the following recommendations are made,

1. Christian Religious Studies students were encouraged to show adequate preparation for the external examination by ensuring that they cover all the topics in the syllabus. They

should to work harder in order to get distinction in their academic performance.

2. Female students should be admonished to approach every subject without inferiority complex to the male students.
3. Teachers in public school should educate their students on how their performance in WAEC could determine their eventual performance in private school.
4. Parents are encouraged to provide the right education they can afford for their children irrespective of gender.
5. Government should pay more attention to public school and equipped them with modern facilities in order to make school environment conducive for the students.
6. Government should create more schools because the number of private schools in Ekiti State is more than public school and not all parents can afford payment of private schools.

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